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AUTHOR Carduner, Marianne
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ABSTRACT

This report presents a curriculum for true beginning English-language students at the Costa Rican American Cultural Center (CCCN) that was developed specifically for students whose skills were not adequate for regular beginning "1A" classes. Information was gathered from CCCN teachers who had previously taught the target population. The goal of the new "Pre-1A" course was to familiarize students with certain elements from the 1A course to make them feel comfortable and be able to function appropriately in the 1A environment. Components of the approach include listening skill development, daily reviews, and pair and small group work. This document explains guiding principles of the course, gives the Syllabus, and presents 18 lessons. Appended are the international phonetic alphabet, explanation of procedures for techniques and activities described, and the placement test used in the study. Contains 15 references. (LB)

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A Curriculum for a Pre-beginning Class at the Centro Cultural Costarricense Norteamericano in San Jose, Costa Rica

by

Marianne Carduner

B.A. Residential College, University of Michigan 1980

Submitted in partial fulfillment of the requirements for the Master of Arts in Teaching degree at the School for International Training, Brattleboro, Vermont.

April 1992

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Date: _____

Project Advisor: _____

Project Reader: _____

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This is a curriculum that is specifically set up for a pre-beginning class at the Centro Cultural Costarricense Norteamericano, in San Jose, Costa Rica. It takes into consideration what students learn in the regular beginning classes, using New InterCom (Heinle and Heinle, 1984) and establishes a progression of a number of those items as well as other items considered important for students to know (For example asking for clarification of a misunderstood word).

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CHAPTER 1

Introduction

During my TEFL internship in the Master of Arts in Teaching program at the School for International Training, I was lucky to teach in chose Costa Rica. It was an interesting place, and the Cultural Center provided a good work experience.

I was given two beginning classes and an intermediate class. In my beginning classes, it soon became apparent that there was not only a wide range of abilities but also a few students who were much below the rest of the class. They were, in fact, true beginners and the rest were false beginners.

I conducted a survey of all the teachers at the Cultural Center who were teaching or had taught the beginning level to see if they were encountering or had encountered the same situation. They all said the same thing about having a few true beginners in a sea of false beginners. This made me ponder what could be done with these true beginners. The idea of a separate course might provide a good solution, and I presented this idea to Carolyn Ryffel, Academic Director, and Sonia Calderon,

Assistant Academic Director. They were interested in the idea.

As a result, I have embarked on this adventure to create a curriculum for such a class. The following is a more complete description of this case study and the curriculum for a beginning class in this Costa Rican setting.

The Setting and The Students

During January and February, the Costa Rican American Cultural Center (CCCN) overflows with people of all ages who flock there to speak English, watch CNN, read Mark Twain, listen to New Orleans jazz musicians and take English classes. For some, their parents want them to get an early start with this foreign idiom so as to have a head start in high school. Those in high school want to improve their limited mastery. The college students want to learn English in order to read more in their field of study as well as improve their chances of getting a better paying job. The white and blue collar workers want a chance at advancement in the employment force. All those who come to the CCCN for English believe it good and necessary to learn English and find the program useful in attaining this goal. The CCCN offers many diverse opportunities to practice and improve.

The level of classes runs the whole gamut from

beginning to advanced, that range between two different books: New InterCom and New Perspectives (Heinle and Heinle, 1984). The classes are scheduled for six hours per week for seven or eight weeks depending on the term. The maximum number of students per class is eighteen, and all the students I had were of the same socio-economic backgrounds -- middle to upper middle class. The first class of the series is 1A which covers the first nine chapters of New InterCom Book 1. The students' level in the 1A class ranges from no previous exposure to English to those who seem to give the answer before the question is asked. They can either count to 100 or they don't know one from 21.

Most of the students, who were from the same socio-economic middle class background, were in between the two extremes, having a varying degree of difficulty with the language. However, with a good amount of practice and motivation they managed to do well enough to go on to the next class. The real problem comes with those who were true beginners.

In each of my beginning classes there were three or four true beginners out of a total of 18 students. They were the ones who needed the most time to assimilate the language. Yet they were the ones who sat the most quietly in class, participated the least and took the longest in production. The pace of the class was too quick for them. Bound to a set curriculum, a set group of exams that needed

to be covered by the end of the term, and the presence of more advanced students, the true beginners were not able to be appropriately taught. From my classes, only two out of seven (the total number of students for both classes) stayed until the very end except for taking the final. Three of the five who did not get that far held on until the fifth through seventh week of class (eight weeks all together). The two left dropped out within the first two weeks. All those who stayed until at least the fifth week would not have had grades high enough to pass to the next level. About half of them did not show up for tests, even though we did reviews in class.

In order to integrate the true beginners into the class, pair work was the center of practice activities. This was successful because it got the true beginners into a more comfortable situation, gave them more practice time. I would alternate pairing them up with students who had either the same level as they did or with those who were better in English. This way they could be in varying learning situations from being able to struggle with their partner of equal level to figure out the answer together, or correct each other. They could also be in a situation where they would get help and correction from a stronger student rather than having to confront the "authority figure": the teacher. The weaker students seemed to appreciate the pair practice. They experienced less participation anxiety than in the

large group. Teacher monitoring was necessary when the team consisted of a strong student and a true beginner.

The Survey

I asked all the teachers who were or had recently taught the beginning levels to complete a survey in February 1991. 17 out of approximately 20 to 24 teachers turned in completed surveys.

The survey consisted of asking four questions to test if teachers were thinking along the same lines as I about the true beginners. In all the classes except for one, there were between two and five students who were considered true beginners. I also found that most teachers believed that the true beginners had little or no previous experience in studying English, that they could use more time studying the materials covered in 1A. In addition, the teachers stated that the true beginners would benefit from having a class expressly for themselves. The last item asked the teachers to pick from a list the grammatical, functional and pronunciation items they felt would be most useful to cover in a pre-1A class. Grammatical and functional items were chosen to according what I have found to be taught to beginning classes regardless of if there is a textbook or not. Specification also taken into consideration were those items covered in the textbook for the 1A class.

Pronunciation items were chosen according to the difficulties for the Costa Rican students in Costa Rica. The following is the questionnaire along with the tally of the answers.

I. How large is your class? _____

II. How many students do you feel are "slower" than the class as a whole? _____

Class	I. Class size	II. Number of true beginners
A	12	5
B	20	0
C	19	5
D	17	2
E	18	3
F	18	2
G	17	2
H	19	4
I	19	2 to 3
J	17	3
K	18	4
L	18	4
M	18	5
N	20	5
O	14	3 to 4
P	18	4
Q	21	5

III. Answer yes if you agree and no if you disagree with the following statements on those students.

_____ 1. They are true beginners and have either no previous experience studying English or very little.
_____ 2. They could use more time working with the materials covered in 1A.
_____ 3. They could benefit from being in a class expressly for them.

	Agree	Disagree	No Answer
1.	15	2	0
2.	9	6	2
3.	17	0	0

IV. If there were a pre-1A class, which of the following items do you think should be covered? Please circle the ones you think are most important to bring these students to the level your 1A started at. Please add to the categories if you feel something is missing.

GRAMMAR

to be
the article system
there is/ there are
this/that
simple present
present progressive
these /those
can/can't
subject pronouns
on, in, at, to, next to, above, below, with, for
question formations: Wh and yes/no questions
short answers
possessive adjectives
imperatives
's and s' possessive
adjectives
Why...because.
count and noncount nouns

to be	15	the article system	11
there is, there are	2	present progressive	4
simple present	10	this, that	8
subject pronouns	11	these, those	2
in, on, at, under, next to, above, below, to, with, for	5	can, can't	4
possessive adjectives	5	question formation: wh and yes/no ?	11
imperatives	6	short answers	7
adjectives	5	's and s'possessives	4
count and noncount nouns	6	Why?...because	3

FUNCTIONS

introductions
greetings
asking for repetition
asking for clarification

OTHER TOPICS

family
time
cardinal numbers
ordinal numbers

Functions

introductions	10	greetings	11
asking for repetition	9	asking for clarification	8
asking for directions	6		

Other Topics

family	8	time	6
cardinal numbers	8	ordinal numbers	6

PRONUNCIATION

thin	vs	tin		mate	
Jew	vs	you		seat	
bad	vs	bed		cheek	
beet	vs	bit			
tug	vs	Doug			

thin vs tin	8	mate	6
Jew vs you	8	bad vs bed	8
seat	2	beet vs bit	9
cheek	6	tug vs Doug	5

Other items that some teachers added to the list were as follows:

answering the telephone	intonation
asking for permission	spelling
the preposition near	
the alphabet	

The Textbook

The textbook New InterCom 1 (Heinle and Heinle, 1984) for beginning level is comprised of eighteen units with two reviews, after unit six and unit thirteen. There is a

teacher's book with detailed directions for each exercise, a student's book, and a workbook. For the classes at the CCCN the first class (1A) covers only the first nine units. The second nine units are done in the next class (1B). The textbook also includes three to five "expansion activities" for each unit. There are extra activities for the teacher who manages to cover all the exercises in each unit. Following these expansion exercises there are three tests that use fill in the blanks, multiple choice, true/false, and rewriting the sentence with the correct punctuation. It is truly a beginning level book, appropriate for the majority of the students in a beginning level class. The difficulty with the 1A class lies in the diversity of the students' entry level, not with the book.

Based, therefore, on the results of the survey, my knowledge of the textbook and of a typical beginning level class at the binational center, I decided to develop a pre 1A curriculum.

CHAPTER 2

The Pre-1A Course

The goal of the course is to familiarize the students with certain elements from the 1A course (listed below). This is to provide them with enough knowledge of the language to feel comfortable and able to function appropriately in a 1A context.

The items that are covered in the 1A class are as listed here, basically in order of appearance in the textbook.

<u>Grammar</u>

This/That
Who's this/that?
What's today?
in, on, at
Let's go
to be +/- ?,
present progressive:
  she/he/
  I/you/we/they
  yes/no ?
  What...doing?

to have to:
  I/she/he/we/they
can: yes/no ?
  + form with you/he
  she/they
  What can...?

+/- short answers
count and noncount
  nouns
a/an

<u>Functions</u>

Presentation of self
  " of others
Greetings
Answering the phone/door
Making operator calls
Asking the location of items

<u>Pronunciation</u>

words -- intonation
intonation of phrases
intonation of questions

intonation of +/-
  sentences
present tense s /z/

Grammar continued

next to, near, here,
over there
Where is...?
present tense: he/she
on + street names
imperatives

Other Items

the alphabet
spelling
numbers 1 - 30
days and months
phone numbers

Vocabulary

adjectives
jobs
the house -- rooms
I don't know
That's right/wrong.
places
school subjects
action verbs (run, swim...)
countries, languages
foods
recipe verbs and nouns

Beyond this list, there are other items, which are also important to cover in a beginning class. The following are the ones I have selected.

Grammar
these/those
there are/there is
subject pronouns
plural formation

Functions
asking for repetition
asking for clarification

Other Items

time
cardinal vs ordinal numbers

Pronunciation

/ ʌ / vs / ə /
/ θ / vs / t /
/ dʒ / vs / j /
/ æ / vs / ɛ /
/ i / vs / ɪ /
/ t / vs / d /
/ eɪ /
/ tʃ /
/ s /

From all the items given above, the following are the ones that will be covered in the pre-1A course.

Pronunciation
all the items listed above
familiarizing the students with
the rhythm of the language

Functions
asking for
repetition
asking for
clarification
introductions
greetings

Other Items
numbers 1 - 20
the alphabet
days and months
spelling

Grammar
to be +/- and questions
this/that these/those
Who's this, that?
in, on, under, at, to
present progressive
short and long answers
what's today?
question formation
where...going?

Now that the specific items have been chosen for the course, the student performance objectives can be established. They are as follows with example sentences to show the most basic phrase the students should be able to say for a given objective.

The students will be able to :

1. spell words that they know;
2. give the appropriate day and month
   Today is Monday.
   It's January 15th.;
3. differentiate between various sounds;
4. differentiate between the intonation of phrases and questions;
5. ask someone to repeat when they don't understand
   I didn't understand. Can you repeat that?;
6. ask someone to clarify the meaning of a word
   What does _____ mean?;

7. introduce and greet someone
   Hi, how are you? I'm Fine.
   This is John.;
8. introduce themselves
   I'm Xania.;
9. ask and answer questions positively and negatively accordingly using the present progressive and the verb to be
   Are you watching T.V.? No I'm not.
   Are you Elena? Yes, I am.;
10. answer questions using the long and short forms
   What are you doing?
   Watching T.V.
   What is this? It's a book.;
11. use and discriminate between the prepositions in, on, under, at, to
   Juan is in the library.
12. ask questions with who, what, where in combination with the present progressive and the verb to be.
   Where are you going?

Guiding Principles

1. The student is an intelligent being with a lot of knowledge that can and should be used in class.

2. It is important for beginning students to develop their listening skills. Therefore, daily pronunciation drills are incorporated into the syllabus as well as TPR on a weekly basis. TPR is not only easy to do but it helps make the students successful.

3. Daily reviews help students refresh their memories, and keep newly learned material from being forgotten

because of disuse. This is also the reason for the frequent recycling of old material.

4. The minimal pairs and single sounds were chosen specifically for Costa Ricans based on the pronunciation difficulties of the students in the beginning classes at the CCCN.

5. Lesson one is to acquaint students with the sounds of English. It is to get them to develop their awareness of the sound differences between languages and within the English languages.

6. Pair work and small group work is used often because it provides more practice time for the individual and diminishes the amount of teacher centered activities. Students can also help each other better in pair work where one student can possibly remember what the other can not.

7. The first lesson is in Spanish except for the pronunciation exercise. After this lesson, all of the following ones should be conducted as much as possible in English. Students should also be explicitly told that English will be the language used and the reasons should be specified. If the use of Spanish will speed

up an explanation or help the lesson move in the direction of the students' better understanding than use of the English language, then the teacher should not hesitate in using it. In such cases, the students should also be allowed to use it.

8. At the end of each class, the teacher should allow the students ten minutes or so to write down in their notebooks the new phrases and words learned.

9. When giving quizzes and exams, once they are collected from the students, the class should do a test correction. This helps the students to note right away when they have made an error.

10. The students of this class simply need more time with the same material than do the regular beginning students.

11. The lessons follow the principle of i+1, where there is always some new information added to what is already known.

12. Optimally, the class should be scheduled Mondays, Wednesdays, and Fridays for two hours a day.

The Syllabus

Week 1	Lesson 1:	Introduction to the sounds of the language and the language itself. TPR with classroom objects and commands Pronunciation
	Lesson 2:	Pronunciation /t/ vs /d/ Greetings The alphabet Numbers 1 through 10
	Lesson 3:	Pronunciation /s/ This/that: +/-, Who/What...?,Yes/No ? Introductions
Week 2	Lesson 4:	Quiz Asking for repetition These/those: +/-, Who/What...?, Yes/No ?
	Lesson 5:	Pronunciation /θ/ vs /t/ Numbers 11 through 20 Days of the week, What's today? To be: +/-, Who/what...?
	Lesson 6:	Pronunciation /dʒ/ vs /j/ Asking for clarification Months, What's the date? To be: +/-, Yes/No ?
Week 3	Lesson 7:	Quiz To be: +/-, Yes/No ?, WH...?
	Lesson 8:	Pronunciation /tʃ/ In, on, under, over: +/- Where? Yes/No ? Practice with to be and this/that these/those

Lesson 9: Pronunciation /æ/ vs /ɛ/
Next to, between, in front of, behind
At and location: +/-,Yes/No ? Wh?

Week 4 Lesson 10: Quiz
Present Progressive: +/-, Yes/No ?

Lesson 11: Pronunciation /i/ vs /ɪ/
Present Progressive: +/-,Wh ?
All the prepositions seen to date

Lesson 12: Pronunciation /eɪ/
Present Progressive: +/-, Yes/No ?, Wh?
To have: +/-, Yes/No ?

Week 6 Lesson 13: Quiz
Pronunciation /ʌ/ vs /ɑ/
To have +/-, Yes/No ?, Wh ?

Lesson 14: Review

Lesson 15: Review

Week 7 Lesson 16: Oral Interviews

Lesson 17: Final Exam

Lesson 18: Correction of exam
Final grades
Farewells

LESSON 1

Objectives The students will be able to:

a) discuss in Spanish how and why English sounds different to them as compared to other languages;
b) work as a group to identify different sound patterns and emotions in different situations presented;
c) act out commands;
d) practice pronouncing various sounds in English;
e) get an overall impression for the sounds of the language without any expectation to understand them.

I. Listening to the Language: This part of the lesson is to be conducted in Spanish.

A. Students listen to different segments of authentic language that preferably deal with the same context (e.g., a news broadcast). After having listened to each segment, the students decide individually if it was English or not.
When they have done all ten segments, the whole group goes over the answers and tries to come to a consensus. Then they listen again to the segment. If there is any doubt, the teacher gives the correct answer.

B. Students as a whole group compare the languages starting with the ones that are most different from English, noting differences in intonation, etc.(e.g., The voice seems to go up and down more in this language. or The sounds are harsher).

C. Students listen to different conversations in English and try to identify what is going on between the two people: Are they happy, sad, angry, etc.(e.g., That person sounds angry.)
Students discuss what makes it sound happy, sad,etc.(e.g., It sounds happy because the voice is higher.)
Students compare it to their native language used in the same contexts (e.g., Spanish sounds like it goes up and down more than English).

II. TPR using the following verbs and nouns. (See Appendix Two for directions.)

stand up	hop	pen/pencil
sit down	walk	book
put (on)	window	blackboard
pick up	door	desk
run	chalk	

III. Pronunciation

Pronunciation practice using the following sounds and words and using the phonetic symbols.

vowels	consonants	
/i/	/j/	/h/
/o/	/m/	/w/
/æ/	/b/	
	/n/	

First have the students practice these sounds individually. When they start to get the hang of them combine two together.
For Example:

/aj/	/ow/	/min/
I	ow	mean
/bɔi/	/hi/	/wadr/
boy	he	water

Write the sounds in the phonetic alphabet. After they have had some practice with these combinations, write the word or letters under each phonetic phrase, as written above. Also have the students guess the sounds that are the same for Spanish like /t/ or /l/.

Give the students a copy of the phonetic alphabet to have as a reference as they learn new sounds throughout the course.

LESSON 2

Objectives The students will be able to:

a) distinguish between /t/ and /d/ in a minimal pair drill;
b) greet each other in the correct way according to the situation;
c) recite the alphabet and indicate the difference between the written letter and the pronunciation of the letter in known words by writing the words and pronouncing them correctly.

I. Review pronunciation and TPR of lesson 1.

II. Do a dialogue with the class and have the students practice in pairs, using the following greetings:

Good	morning	Sir.		Fine.
	afternoon	Ma'am.	How's it going?	Not too bad.
	evening	____.	How are you?	Ok. Alright.
Hi!				Good.
Hello!			What's up?	Not much.

III. The Alphabet

First use flash cards with words from the dialogue and do pair work for practice. Then after teaching them "How do you spell.....?",(the teacher models) have the students do pair work to practice with their names and different words from section II.

IV. Pronunciation

Do minimal pair and minimal triplets drills with the following pairs. See Appendix Two for directions.

/t/	vs	/d/
tug		Doug
tip		dip
sit		Sid
mat		mad

With the words, have students practice in pairs spelling and saying the words. Have them note the differences between the way it sounds and the way it is written.

V. Numbers 1 through 10

As with the alphabet, use flash cards to teach the numbers and have the students practice in pairs. You can also use rods (see appendix two) to teach the numbers.

LESSON 3

Objectives The students will be able to:

a) introduce themselves;
b) answer the following questions:
   Who are you?
   What is this/that?
   Yes/no questions with this/that.
c) distinguish between the pronunciation and the spelling of the sound /s/ in various words;
d) spell the numbers from one to ten and the vocabulary words from lesson one and two.

I. Review

A. Numbers 1 - 10: Spelling Bee game with teams. The first one to raise their hand and give the correct number gets one point. If the person can spell it too, the team gets another point.

B. Flashcard drill with /t/ and /d/ words. First do the pronunciation; then do the spelling. The teacher holds up a card then one team member pronounces the word and spells it.

C. Spelling without showing the word such as:

tip	ten	sir	fine
desk	sir	one	Hi
good	students	names	

The teacher says a word and then one team member spells the word. Have flash cards ready to show correct spelling and have students repeat it from the flash cards when necessary if an error was made.

II. Pronunciation /s/

send	sit	science	case
loose	pass	listen	

Do pair work for spelling and pronunciation after having done pronunciation with the whole group. One student says the word and the other spells it.

III. Introductions

My name is _____.
What's your name?

A. First demonstrate the sentence "My name is _____" by using yourself as a model (pointing to yourself) and writing your name on the board.

B. Have the students repeat your sentence, substituting in their name, to each other in pairs and go around the room to check for pronunciation.

C. Introduce yourself and ask a student "What's your name?" using gestures to indicate self and others. Have students repeat the question and practice.

D. Circle game (see Appendix Two) with the question and answer.

E. Dialogue:

A: Hi, my name is _____. What's your name?
B: My name is _____.
A: Pleased to meet you.
B: Pleased to meet you too.

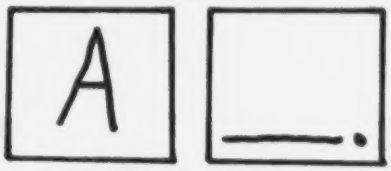
F. Follow steps 1-4 to do the following question and answer:
A: Who are you?
B: I'm _____.

IV. This/That

A. Follow the steps 1-3 above to do
A: Who is this?
B: This is _____.

Have students practice as a whole group by giving cues on cards rather than verbal ones.
For example:

for question



for answers

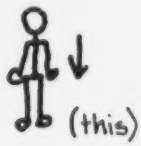
B. Follow the same procedure for:
A: Who's that?
B: That's _____.

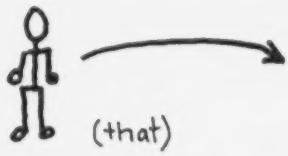
C. Circle Game using a bean bag. Person 1 throws the bag to anybody and asks "Who's this?" or "Who's that?"according to the distance. The person on the right of the thrower answers the question.

V. What's this/that?

Cue the students with an object and,

and get another to answer. Make sure that they distinguish between this and that. Visual cues can be used along with peer correction.
For example:





LESSON 4

Objectives The students will be able to:

a) complete a quiz on material covered in the first three lessons
b) ask someone to repeat when they have not understood what was said;
c) differentiate between this/that and these/those by asking the appropriate wh question and answering correctly;
d) act out different commands.

I. Quiz #1

When giving a test or a quiz, give the directions in Spanish, and go through each section step by step. Give the students an example for each to clarify. Before handing out the task, make sure you have answered any questions. There should be no talking. Let them know that the test is to see what they can remember, and to see where they are still having problems. Have them raise their hands during the test if they have any questions. The teacher's script is in parentheses.

1. Circle the word you hear (2 points)
   a. tip dip
   b. beat bead
   c. Doug tug
   d. mat mad
   (The teacher says: tip, bead, Doug, mat)

2. Same or different (2 points)
   a. (tip tip)
   b. (Doug tug)
   c. (dip dip)
   d. (mat mat)
   e. (bead beat)
   f. (Sid sit)

3. Spell the word you hear (5 points)
   a. (eight)
   b. (science)
   c. (desk)
   d. (Hi)
   e. (boy)

4. Answer the question (5 points)
   1. (How are you?)
   2. (Who's that?: The teacher points to someone.)
   3. (How's it going?)
   4. (What's your name?)
   5. (What's up?)

5. Write out the number (2 points)
   a. 10
   b. 3
   c. 7
   d. 2

II. Asking for repetition
Phrases:
Excuse me, what did you say?
Can you repeat that please?
I'm sorry, What?

A. Act out a scene of two people talking and the second person not understanding what was said, to introduce the concept having the students repeat. Then have them practice with their neighbor.
A: mumbles something
B: Excuse me, what did you say?
A: repeats clearly
for example:
A: mumble, mumble
B: I'm sorry, What?
A: I said, Who is that?
(Don't worry about the past tense, just explain what it means in Spanish.)

B. Bean Bag Game
The student with the bag mumbles something and then the one who catches it says one of the phrases. The one who mumbled repeats what was said clearly.

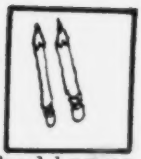
III. Review this/that using classroom vocabulary. Have the students do the question and answer with cue cards if necessary.

IV. These/ Those

A. Introduce the difference between this and these.

B. Pair work using picture cards of people and classroom objects with question and answer.

For example:



(A card like the first one is to challenge the students into putting two and two together.)

A: What is this?/ Who is this?/ What are these?
B: These are pens./ Pens.

Don't hesitate to put in a couple of cards in each group with new animals or objects to challenge the students. For example:
e.g. cat dog house lamp tree ashtray

C. Show an object and ask "Is this a pen?" holding a pen. Nod your head and say "Yes, it is." Have the students repeat the answer. Ask some more yes questions so that they can practice. Let the students practice in pairs. Follow the same procedure with no questions.

Use the same procedure with that and those.

D. Teach the following vocabulary words using pictures:
glasses pants skirt socks
shirt dress shoes

E. Give cards with pictures of people wearing the vocabulary items. Have pairs of students practice asking and answering wh questions about what each person is wearing. Walk around to monitor the work.

F. With the whole class have students ask each other questions about what they are wearing, making sure they use this, that, these, those.
For Example:
A: (to someone across the room) Are these socks / What are these? (pointing to his/her socks.
B: Yes, they are. / Those are socks.

V. TPR using the following verbs and nouns as well as the ones from lesson one.

touch	your	neighbor
shake hands with	head	
pat (on)	back	

Allow any student who wants to lead the group to do so, but don't force anyone.

VI. Question and Answer Game

Divide the class into two groups. Each group gets a picture of a classroom with various objects and people. The pictures should be different, and they should be large enough for the whole class to see. Add two or three new items in each picture.

A. Each group makes a list of questions to ask the other group, using who, what, this, that, these, those, based on their picture, e.g. Who is this? What are these? Make sure they also use yes/no questions. Give them 7 to 10 minutes to do so.

B. Each group asks their questions that the other group must answer. Short and long answer are to be accepted. Points can be given for each correct question and answer.

LESSON 5

Objectives The students will be able to:

a) differentiate between /θ / and /t / in a minimal pair and same/different drill;
b) recite and give the missing day in a sequence of days;
c) spell the days of the week;
d) ask and answer Wh questions and yes/no questions with to be concerning their families;
e) write a short dialogue with to be and family members.

I. Review
TPR
Question and answers by students with this, that, these, and those.

II. Pronunciation
Minimal pairs and same or different drill

/θ /	/t /
thin	tin
three	tree
tooth	toot
death	debt

III. Days of the week

A. Teach the days with rods or with a calendar. See Appendix Two for procedures for using rods.

B. Flash card drill: Students give the day that follows and precedes the one shown, having them spell out the days.

C. Jazz Chant
Sunday, Monday, happy day
Tuesday, Wednesday, happy day
Thursday, Friday, happy day
Saturday, what a day!

D. What's today?
Teach the question by repetition. In pairs using a calendar with no days written in, one student

asks the question and the other one answers according to the day that is being pointed at.

IV. To be

A. Vocabulary for activity (note that this is too much to remember. They should be able to retain the family members. For the professions, Have a picture of each with the name, and put the pictures on the wall around the room. Try to use the professions of the students. Leave the pictures up for subsequent lessons.

Family	Professions
mother	doctor
father	teacher
brother	carpenter
sister	pilot
siblings	movie star
parents	president

Who is this? my
Who are they? your
What is she?
What are they?

B. Have students practice in pairs asking and answering questions using one of the family trees that the teacher has put up on the wall.

C. Scrambled sentences using index cards
In pairs have the students reform the yes/no questions and write out the answers in both long and short form, using the vocabulary learned in A.
For example: your is brother this ?
father your carpenter is ?

D. Dialogue writing
Using the family trees from B, and working in pairs, students write a dialogue using the sentences below to give them a guideline. Encourage them to ask for new words (e.g., adjectives) to make the dialogues more interesting. Have at least three different wall sized family trees.

A: Who _____ _____ ?
B: Oh, this _____ _____. She's ____ _____.
A: And this person?
B: That's _____ _____. He's _____ _____.

(continued on next page)

A: What _____ _____?
B:
A:
B:

When students are done writing, check dialogues, and have them practice. Then get volunteers to perform for the class. If new words are used, write them on the board and have students ask each other what they mean. Encourage them to demonstrate or mime the words if possible.

E. Elicit the forms from the students by asking questions. Write the answers up on the board using colored chalk for the verb to be.
For example: Teacher: What are you?
Student: I'm a carpenter.
Teacher writes the student's answer on the board.

V. Numbers
Review 1 - 10
Teach 11 - 20

LESSON 6

Objectives The students will be able to:

a) differentiate between /ʤ/ and /j/ in a minimal pair and same/different drill;
b) ask for clarification on a word they do not know;
c) say the complete date including the month;
d) ask and answer yes/no questions with to be about people concerning what they are wearing and their physical aspect.

I. Review

A. students ask each other questions about their families.
For example: Who is this?
Is this your sister?

B. Tongue Twisters
Thin tin tooth teething on a thumb
The debt of death is three thin trees

II. Pronunciation

/ʤ/	/j/
jack	yak
juice	use
wage	weigh
jew	you

A. Minimal Pairs

B. Is the word pronounced correctly?
Hold up a flash card and say the word mixing correct and incorrect pronunciation. The students indicate, maybe with thumbs up or thumbs down if you said it correctly or not. First do it with the minimal pairs still on the board, then erase the board.

III. Asking for clarification

Phrases:
I didn't understand that (word).
Can you explain that (word)?
What does (word, this, that) mean?

Act out and have the students practice with their neighbor.

A: Unintelligible phrase
B: (One of the phrases taught)
A: Gives answer to B
For example:
A: It's a nice house.
B: What does nice house mean?
B: It means una casa bonita in Spanish.

IV. Months

Introduce the months using rods (see appendix two) or a calendar, following the same procedure as with the days, along with "What's the date today?" Explain the concept of ordinal numbers in the date in English but do not teach them <u>per se</u>.

V. To be

A. Vocabulary using pictures

<u>adjectives</u>	<u>colors</u>
tall	brown
handsome	blond
beautiful	black
short	red
thin	green
fat	

This is a lot of words, so put up a picture for each color with the word on it around the room so that the students have a reference while they do their exercises. This way they do not have to worry about remembering everything all at once. Leave the pictures up for subsequent lessons.

B. In Pairs

Students make up sentences about themselves. Add words to the list as they come up.
For example: I am tall. My shirt is red. My shoes are black.

C. The whole group
Students ask each other questions with who and what.
For example: Who is tall?
What is green?
What is this?

Put a cue on the board for a yes/no question For example: "Is _____ _____ _____ ?" and provide a picture next to it. Have the students guess the question. When they get the question have them give the answer.

With the whole group, practice some more questions. Make sure that "no questions" are used also. Have students use both "No." and "No, it isn't.", "Yes." and "Yes, it is.".

D. In Pairs
Have students practice asking and answering Yes/No questions using one or two pictures from which many questions can be asked.

E. 20 Questions
One person in the class thinks of a person in the class. The others try to guess who it is by asking yes/ no questions. The answer should only consist of "yes" or "no" so as not to give away the sex of the mystery person.
For example: Is it a man?
Is he tall?
Are the/his glasses brown?
Is the/his shirt green?
Is her dress black?

LESSON 7

Objectives The students will be able to:

a) complete a quiz concerning the materials covered in lessons 4, 5 and 6;
b) act out commands;
c) write a short paragraph about a family (their own or a made up family).

I. Quiz

1 Is the word pronounced correctly? (6 points)
(The teacher says the following words: yak, use, you, weigh, jew, wage.)

a. jack _____
b. use _____
c. you _____
d. wage _____
e. you _____
f. weigh _____

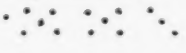
2. Circle the word you hear. (4 points)
(The teacher says the following words: tin, death, you, wage, juice, tree, tooth, jack.)

a.	thin	tin
b.	death	debt
c.	jew	you
d.	wage	weigh
e.	use	juice
f.	three	tree
g.	toot	tooth
h.	jack	yack

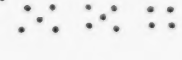
3. Write the day that's missing. (2 points)

a. _____, Monday
b. _____, Friday
c. Tuesday, _____
d. Saturday, _____

4. What is the number represented? Write the word. (2 points)

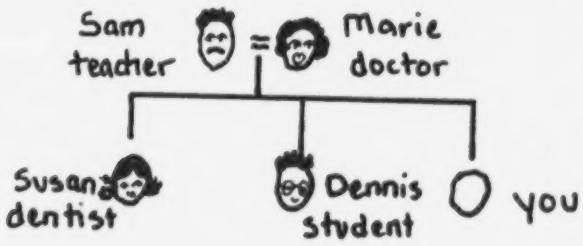
a. 

b.

c. 

d.

5. Write a dialogue between two people (you and a friend) asking and answering questions about the family. (6 points)



A:
B:
A:
B:
A:
B:

II. TPR using the following vocabulary:

dance	foot	hand	mouth
put down	arm	nose	leg
raise	ears	right	left

III. To be -- review

A. Whole class together writes a paragraph describing the family in the family tree. Students dictate the sentences and the teacher writes them on the board to form a paragraph.

B. Students draw their own family tree or make one up. Then they write out a paragraph about their family. Have students choose a partner. Encourage them to ask help from their partners.

C. With their partners, students go over their paragraphs, and work to correct punctuation and spelling.

D. Students put up their paragraphs on the wall, and walk around to read what others have written.

LESSON 8

Objectives The students will be able to:

a) differentiate between in, on, under, and over by answering questions on the placement of objects and people around the classroom;
b) differentiate between the spelling and the pronunciation of /tʃ/ in various words;
c) ask and answer questions using to be, this, that, these, those on the professions and the physical aspect of people.

I. Prepositions: in, on, under, over

A. Using rods (see Appendix Two) and a box (for in) demonstrate the prepositions one at a time and have students practice in pairs. Make sure to go over the colors before you start. For example, the teacher puts a yellow rod under a blue rod and says, "The yellow rod is under the blue rod".

B. Follow the same procedure with both the yes/no question and where and what questions.
For example: Is the red rod under the blue rod?

C. In groups of four:
Each group has a large picture that incorporates all the prepositions.
For example: a picture of a classroom with people and objects.
Each group comes up with questions to ask the other groups using wh... questions as well as yes/no questions.
For example: Where is the blackboard?
Points can be given for correct questions and answers.

II. Pronunciation: /tʃ/

ch in wa tch ques ti on ch air c ello fe tch

A. Do pair work for spelling and pronunciation after having done the pronunciation with the whole group.

B. Flash card game in groups of three (see Appendix Two)

III. To be, this and that, these, and those

A. Review the clothing items from lesson 4, the family members and professions from lesson 5, and the adjectives and colors from lesson 6. Since the students were not required to learn the colors, check to see if they remember any of them holding up the picture while hiding the name of the color and seeing if they can give the name. If they cannot, show them the word and have them say it before putting it up on the wall.

B. Teach the following vocabulary using a map of the world and paper figures taped to different countries.

American	Canadian	Nicaraguan
Costa Rican	Brazilian	Mexican

Instead of choosing these nationalities, you can also have the students choose the ones they want to know. Make sure you limit the number though to seven or eight. Also teach them "his" and "her".

Also teach them his and her.

C. Divide the class into groups of four. Give each group a paper figure or even a doll. The students are to write a description of the "person" talking about the nationality, the family, profession and physical description. Before the groups write the description, do one on the board. Have the students give you the sentences and write them up in paragraph form.
For example: This is Juan. He is Mexican. He is tall and skinny. His father is a carpenter and his mother is a doctor. He is a painter.

When the groups are done writing their descriptions, have a volunteer read them out loud.

D. Question Formation practice with to be/this, that/ these, those

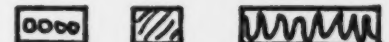
1. Using rods "write down" on the table a sentence using size and color as a code to represent the words in the sentence.(In all diagrams with rods please note that the different symbols represent different colors.)

For example:

(That is a book)

Have each part be a different color (except perhaps "a book" that could be one color or even one longer rod). Say the sentence once pointing to each part as you say it and have the students do the same, one at a time.

Then cue them for a yes/no question putting down an "is" at the beginning of the question. Then let the students form the question "visually" by putting down rods. Make sure "that" is the same color as in the original sentence as in the question and so forth.
For example:


(That is a book)

(Is that a book)

When the question has been formed and said by the students while pointing to the rods, have someone answer the question. Follow this procedure no questions and with what. Also use that, these and those.

2. Give out rods to pairs of students and have them do the same procedure together.

LESSON 9

Objectives The students will be able to:

a) differentiate between next to, between, in front of, behind by answering questions concerning the location of objects and people;
b) ask and answer questions concerning the location of buildings and a person on a map in an information gap exercise using the prepositions learned in lesson 8 and in this lesson;
c) differentiate between /æ/ and /ɛ/ in a minimal pair drill and a picture drill using pictures of words from the minimal pairs.

I. Prepositions

A. Review of prepositions from the last lesson

B. Follow the same procedure as in steps 1A and 1B of lesson 8 to teach next to, between, in front of, behind.

C. Vocabulary for the following exercises:

library	bookstore	hotel
church	supermarket	post office
school	movie theater	park

1. Teach the vocabulary using pictures.

2. Put up a map of a town on the wall with the various places marked.

3. In pairs, students ask each other where a certain building is. Encourage them to come up with all the possible answers for each question.

D. Information gap exercise (See Appendix Two for a sample).

1. Divide the class into three groups of six. Then divide each of those groups into group A and group B. Group A gets a picture with some missing items that Group B has the answer to on their picture and vice versa.

2. Give the groups 10 minutes to come up with questions to ask to find out the missing information.

3. The groups ask the questions to complete the missing information.

II. At, Where is...?

A. Use the map from II. and a paper doll to teach "Susan is at...." and after some practice, "Where is Susan?"

B. Whole group practice with students placing the paper doll on the town map, asking the question and having someone answer.

C. In pairs, have students make their own town map on a grid sheet putting the different buildings on the map and asking each other "Where is the school?", etc. When the town is drawn have them practice with a paper doll. Have them practice "at" as well as the other prepositions.

III. Pronunciation

A. Do a minimal pair drill with the following sounds:

/ æ /	/ ɛ /
m<u>a</u>ss	m<u>e</u>ss
s<u>a</u>nd	s<u>e</u>nd
j<u>a</u>m	g<u>e</u>m
r<u>a</u>nch	wr<u>e</u>nch
<u>a</u>xe	<u>x</u>

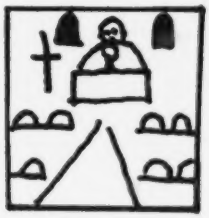
B. Do pair work with pictures to work on pronunciation and spelling.

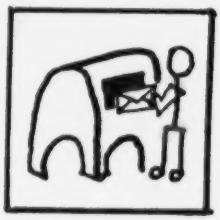
C. Picture Game

1. Do a quick vocabulary lesson of the words above using pictures of each word. Do not write the word on the picture. Place the pictures around the blackboard and make sure to leave the minimal pair list on the board.

2. Do a quick TPR lesson with the pictures: "Luis, go to the blackboard and touch the ring."

3. Hand out a worksheet with the pictures of the words above. The teacher reads a word but not in the order of the worksheet. The student writes the number one and the word under the first picture identified, two and the word under the second picture identified etc. Make sure you give them enough time to identify the picture and to write the word. Example of the worksheet:





LESSON 10

Objectives The students will be able to:

a) complete a quiz on the material learned in lesson 7, 8 and 9;
b) act out commands;
c) ask and answer yes/no questions using the present progressive.

I. Quiz

1. Put a line through the numbers of the words that sound the same. (5 points)

			Teacher says:
e.g.	~~1~~	2	~~3~~ (bad, bed, bad)
a.	1	2	3 (mass, mess, mess)
b.	1	2	3 (gem, jam, gem)
c.	1	2	3 (ranch, ranch, ranch)
d.	1	2	3 (sand, send, send)
e.	1	2	3 (axe, axe, x)

2. Write five sentences using five different prepositions to describe your classroom (5 points) (in, on, in front of, between, above, below)
   1.
   2.
   3.
   4.
   5.

3. Fill in the blank with the correct form of to be. (5 points)

   a. I _____ a student at the Cultural Center.
   b. _____ they at the store?
   c. What _____ this?
   d. Where _____ you?
   e. Who _____ your sister and brother?
   f. Anna _____ tall.
   g. The books _____ on the desk.
   h. My neighbor _____ Alex.
   i. What _____ I?
   j. The cat _____ black.

4. Write the correct preposition in the blank according to the pictures. (5 points)

a. The book is _____ the desk. (on)
b. The notebooks are _____ the pens. (next to)
c. Annie is _____ the post office. (at)
d. John is _____ Marie. (in front of)
e. Marie is _____ John. (behind)
f. His shoes are _____the table. (under)
g. The hat is _____ the box. (on)
h. Mat is _____ David and Joanne. (between)
i. Her hand is _____ his head. (over)
j. Betty is _____ the tree. (under)

(Have one picture for each sentence showing what the sentence describes.)

II. Present Progressive

A. Vocabulary: teach the following vocabulary using TPR.

chop	stir	slice	wash	peel
grate	potato	onion	meat	salt

B. Introduce the present progressive by doing a cooking lesson with the whole class. As you perform the steps tell the students what you are doing.
For example: Now I am stirring the vegetables.
You can get really creative especially if your class is around meal time and actually create something for everyone to eat!

C. Have the students practice in pairs by following "the recipe"

D. Write a cue on the board for a yes/no question and do an action.
For example: (on the board)

Is ____ _____?

When the students have guessed, let them practice first as a whole group and then in pairs, asking and answering questions with different actions. Have them practice the short form, for example Yes, she is.

E. Have students ask each other questions to get them to use you and we, for example: Are you peeling potatoes?

F. Mime Game

1. Teach the following vocabulary words using pictures and miming.

VERBS	NOUNS	ADJECTIVES
to open	a can	sad
to make	a cup of tea	opera
to watch	a comedy	very
to try	a mosquito	hot
to catch	a story	
to read	a song	
to sing	a dish	
to eat	an aria	
to change a baby to mime	floor	

2. Write up the following sentences on strips of paper, fold them up and stick them into a hat.

You are opening a can.
You are making a cup of tea.
You are watching a comedy on t.v.
You are trying to catch a mosquito.
You are reading a sad story.
You are singing an aria.
You are eating a very hot dish.
You are changing a baby.

3. Divide the class into two teams. Each team takes a turn, pulls out a slip of paper from the hat and one team member mimes the sentence for the other team. The other team asks questions (for example: Are you holding something?). They can ask a maximum of four questions, and then they must guess. Points can be assigned to the team say two points if they guess the whole sentence (You are watching a comedy on t.v.) and one point if they guess part of the sentence (You are watching t.v.).

LESSON 11

Objectives The students will be able to:

a) differentiate between /ɪ/ and /i/ in a minimal pair drill, a same/different drill and by picking out the word said from a set of three words;

b) ask and answer wh questions with the present progressive concerning activities of people in a video clip.

I. Pronunciation

A. Minimal pair drill and same or different drill

/ ɪ /	/ i /
bit	beat
hill	heal
it	eat
pitch	peach

B. Pair work with the sheets as in the example below Person 1 reads the first four words one at a time. After each word person 2 underlines the word they heard from a list of three words. Then person 2 reads a list of four words and person 1 underlines the words.

Person 1's sheet	Person 2's sheet
1. bit	1. bit beat bet
2. seat	2. set sit seat
3. jam	3. gem jam gem
4. heal	4. hill hell heal

1. pitch patch peach	1. pitch
2. mass mess miss	2. miss
3. x axe eeks	3. x
4. at it eat	4. it

After all the sets have been done, the students compare the lists and check pronunciation of what was heard and what was said or thought to be said.

II. Present Progressive

A. Teach sports vocabulary using TPR or pictures

jump swim run throw jump

B. Watch an Olympics video of different events (of the vocabulary learned). Have the students ask and answer questions.
For example: Is he running?
Yes, he is.

C. Show a clip of an action they don't know yet. Cue them for a question with what.
For example: What _____ he do_____?
When the students have guessed the question, show the video clip again and get the answer. Do a few more clips as a whole group, then do pair practice.

III. Review of Prepositions -- In, on, under, over, next to, in front of, between, behind, at.

A. Set up the room so as to have five different stations. At each station there is a picture, a pile of rods, or other items in place for the students to answer questions about. Each station also has one envelope containing a question concerning the set up at the station. The objects should be set up in such a way as to include the prepositions marked in parentheses below.
Divide the students into five groups.

B. Each group starts at one station, picks up an envelope and answers the question inside on the piece of paper. The groups must come to a consensus.

C. All groups rotate to the left, and repeat step B.

D. Repeat steps B and C until each group has gone to all the stations.

E. The whole class checks the answers by going to each station and looking over everyone's answer.

Set up the stations (as follows) with each envelope containing one or two questions:

1. Station one: A box on its side with some rods on it, some rods in it, and some rods next to it.

Questions: Where is the yellow rod?
Where is the red rod?
Where is the green rod?
Where is the blue rod?
Where is the black rod?

Prepositions: in, on, next to

2. Station two: A picture of a person at school and a picture of a person at the post office. Have the names of the people under or on them.

Questions: Where is Anna?
Where is Alexis?

Preposition: at

3. Station three: A pile of rods, some being on top of each other and others being around each other.

Questions: Same as for station one.

Prepositions: under, between, in front of, on, over

4. Station four: A picture of a classroom with the names of each person on them.

Questions: Where is Xania?
Where is Tomas?
Where is Julio?
Where is Aixa?
Where is Carlos?

Prepositions: between, next to, in front of, behind

5. Station five: A pile of classroom objects.

Questions: Where is the book?
Where are the pencils?
Where is the erase?
Where is the notebook?
Where are the pens?

Prepositions: in, on, under, next to, over, behind

LESSON 12

Objectives The students will be able to:

a) differentiate between the pronunciation and spelling of /eɪ/ in various words;
b) form yes/no and wh questions with the present progressive by manipulating the placement of the words, going from statement to question;
c) make statements with to have;
d) form wh questions with to have.

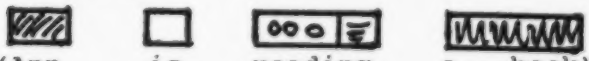
I. Pronunciation
Follow the same procedure as in lesson 8.

/eɪ/

mate day they eight great grate

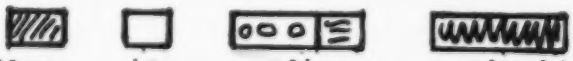
II. Practice with question formation and the present progressive

A. Using rods "write down" on the table a sentence using the size and the colors as a code to represent the words in the sentences.
For example:

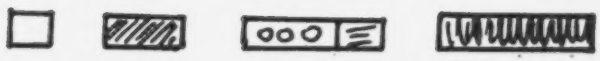


(Ann is reading a book)

Have each part be a different color (except perhaps "a book" that could be one color, even one longer rod). Say the sentence once pointing to each part as you say it and have the students do the same, one at a time.
Then cue them for a yes/no question by putting down an "is" at the beginning of the question. Then let the students form the question "visually" by putting down rods. Make sure "Ann" is the same color in the original statement as in the question and so forth.
For example:



(Ann is reading a book)



(is Ann reading a book)

When the question has been formed and said by the students while pointing to the rods, have someone answer the question.

Follow the same procedure with what and when. Do who questions separately from what and where questions. Use a different colored rod for each wh word.

B. Give out rods to pairs of students and have them do the same procedure together.

III. To Have

A. Review the following vocabulary items by asking questions and having the students ask each other questions with this, that, these, those and to be.
pencil book pen notebook colors
clothing items
family members

B. Hold up an item that everyone has like a pen or pencil and say "I have a pen". Have the students hold up their own pen and repeat the sentence. If need be, have them repeat the word "have" in isolation. Do the same with "you" and with a few other items using adjectives too.

C. Give cards with pictures of the vocabulary items on them to pairs of students and have them practice with "I have a book", "You have a pen", "I have green socks", etc.

D. With the whole group have the students practice with we, you (plural) and they. Once they get the hang of it, introduce has by pointing to yourself and saying "I have a pen" then pointing to a student and saying "she has a pencil". Have the whole group practice by giving a student an item (actual item or a card with the item on it) and the rest of the students saying "She has socks".

E. In pairs have the students practice first with just he and she.

F. In groups of 4 have the students practice. Give each student a different set of cards. On each

card there is a different item. Make sure that everybody has two items that are the same. Likewise make sure that two people in the group have two other items that are the same. Also make sure that each group of students is not all men or all women.

G. Practice the question formation of what questions using the rods as explained above. First give the students a sentence then put the word what down and let them guess at the rest of the question. Let them finish putting all the rods down and make sure they are finished before you add in the do. First start with all the pronouns except he/she. Let them practice in pairs, and then introduce does.

LESSON 13

Objectives The students will be able to:

a) complete a quiz on items learned in lesson 10, 11, and 12;
b) act out commands;
c) ask and answer wh questions and yes/no questions with to have;
d) differentiate between /ʌ/ and /ɑ/.

I. Quiz

1. Circle the word that you hear. (2 points)
(The teacher says the following words: beat, it, pitch, leak)
a. bit beat
b. it eat
c. pitch peach
d. lick leak

2. Same or Different? (2 points) The teacher says:

a.	mate	mate
b.	eight	eat
c.	greet	greet
d.	they	they
e.	peach	pitch

3. Spell the word you hear. (4 points)
(The teacher says the following words: swimming, gem, throwing, stirring)
a.
b.
c.
d.

4. Ask and answer three questions with what and to have (6 points)
a.
b.
c.

5. Ask and answer three questions with the present progressive. Make sure you use both yes/no questions as well as wh questions. (6 points)

II. Pronunciation

Do minimal pair and same or different drills with the following pairs. (See Appendix Two for directions)

/ʌ/	vs	/ɑ/
duck		dock
luck		lock
suck		sock
nut		not

With the words, have the students practice in pairs saying and spelling the words.

III. TPR using the following vocabulary:
fold sweep floor circle
draw throw paper star
crumple

IV. To have

A. Elicit a wh question from a student and write it on the board.

B. Ask for a yes/no question and let the students try. If no one comes up with the form point to each word from the question on the board and have the students say it. Hold up an object for example a pencil, and have them say it so that they finish the question correctly. Erase the wh question and have the students practice some more as a whole group and then in pairs.

C. Go fish card game

1. Review the numbers and teach the following items:
ace jack club
king diamond spade
queen heart
Do you have any _____?

2. Divide the students into groups of five and explain the rules of the game. Do one practice run with the whole class first. At the end of each round, have the students ask each other "What do you have?" and answer "I have 4's, 10's and kings.".

V. Pronunciation Bingo

Give each student a bingo card with 25 words studied in the pronunciation sections since the

beginning of the class. A speaker (the teacher on the first round and then let students take turns) calls out a word from a list. As students hear the words, they put a chip on the corresponding square. Since everybody has the same card, everyone should get bingo at the same time, unless they haven't heard the words correctly. The first one to get bingo, reads back the words to check if they heard correctly.

List of words:

Doug	tug	mad	mat
jack	yak	jew	you
wrench	ranch	bit	beat
mass	mess	thin	tin
it	eat	nut	not
sand	send	three	tree
juice	use	sit	sid
jew	you	debt	death
axe	x	hill	heal
duck	dock	great	grate

LESSONS 14 AND 15

Review all the items covered since the beginning of the course, and especially all the ones that are on the Final. Have students tell you what items they feel unsure of and take the weak items from the quizzes to serve as a guideline. You can have different items to be covered on the board and have students play "teacher". One student gets up in front of the class and leads a minimal pair drill or asks the rest of the class questions connected with that particular item. Make sure to incorporate spelling and some writing of short paragraphs and all the pronunciation items into the review.

LESSON 16

Oral interviews: This will take about three hours at nine minutes per student for a class of 20. You can either arrange to do all three hours on one day or do two hours one day and one hour after the final.

Have cards, picture and actual items as where used in class, ready to ask the students questions and have them you ask questions. Remember to include pronunciation items that they must read correctly. Also include items they don't know so as to have them ask "What is this?", etc. Have a set number of items , say ten, that you vary with each person. You can assign two points per item. If the answer is partially correct the student gets one point. Pronunciation as well as structure are to be taken into account. Keep track of points on a "score sheet".

LESSON 17

The Final Exam

Have students come in five or ten minutes early so that everybody is ready to go at the same time and you don't have interruptions from late comers. Have students take all things off their desks except for pens, pencils and erasers. Hand out the exam and have them look at all the different parts carefully. Go through each section with them. Give the directions in Spanish, and walk them through the examples for each section. Give them one hour from the time you start. If they have any questions during the test, have them raise their hands so that you can come to them. Don't let them talk to each other as that can disturb other students.

NB For correcting the test only underline the errors. Do not make the correction yourself. The students will do it themselves during the next lesson.

The Final: The words in parentheses are what the teacher says during the oral comprehension part of the exam.

1. Circle the word you hear. (5 points)
   example: tug (Doug)

a. tip	dip	f. thin	tin
b. tooth	toot	g. you	jew
c. bit	beat	h. mat	mad
d. wage	weigh	i. ranch	wrench
e. sand	send	j. pitch	peach

   (tip, tooth, bit, wage, send, tin, jew, mad, wrench, pitch)

2. Cross out the number corresponding to the word that is different. (5 points)
   e.g. ~~1~~ 2 3 (bit, beat, beat)

a.	1	2	3	f.	1	2	3
b.	1	2	3	g.	1	2	3
c.	1	2	3	h.	1	2	3
d.	1	2	3	i.	1	2	3
e.	1	2	3	j.	1	2	3

   (a. hill, heal, hill
   b. peach, patch, peach
   c. mess, mass, ,mass
   d. it, eat, it
   e. jew, jew, you
   f. death, death, debt
   g. Doug, tug, tug
   h. thin, tin, tin
   i. Sid, Sid, sit
   j. gem, jam, jam)

3. Spell the word you hear (5 points)
   a. (Wednesday)
   b. (sir)
   c. (brother)
   d. (siblings)
   e. (eleven)
   f. (glasses)
   g. (short)
   h. (American)
   i. (cello)
   j. (school)

4. Write any correct answer to the question you hear. Write only one answer. (10 points)
   a. (How's it going?)
   b. (Do you have a pen?)
   c. (Excuse me, what did you say?)
   d. (Are you writing a letter?)
   e. (What's the date today?)

5. Write any correct question that goes with the answer you hear. Write only one question. (10 points)
   a. (Not much.)
   b. (My name is Juan.)
   c. (It's carta in Spanish.)
   e. (I'm at the post office.)
   f. (That's my brother; he's a carpenter.)

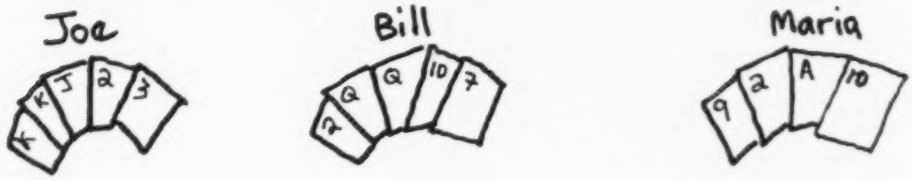
6. Look at the picture and write 5 sentences about the objects using 5 of the following prepositions once each: in, on, at, between, over, under, next to, in front of, behind. (5 points)

a.
b.
c.
d.
e.

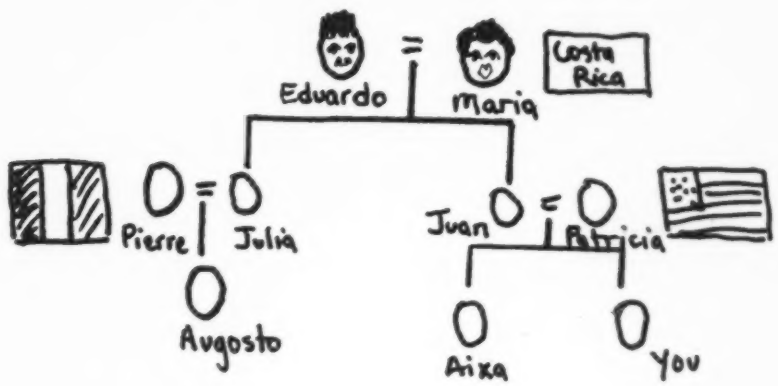
7. Describe the picture. Tell what each person is doing now. (5 points)

a.
b.
c.
d.
e.

8. Finish the 5 sentences below saying what cards the three players have. (5 points)
   a. Joe and Bill _____.
   b. Maria _____.
   c. Joe _____.
   d. Bill _____.
   e. Joe, Bill and Maria _____.



9. Write a paragraph about the family below. Write 10 sentences. Talk about their position in the family (father, brother, etc.), their professions (carpenter, doctor, or any other profession you want), and their nationalities as they are indicated. (20 points) (The flags should be of countries that came up in lesson 8.)



LESSON 18

This lesson is set aside to have the students go over their own test and their friends' tests in order to see their errors, correct them, and see where their weak points are that they need to review.

Individually, have students look over their tests and see if they can correct their errors. When they have done so, have them exchange with a partner and see if they can correct the remaining errors. Then have the whole class go through all the items, with the students giving their answers and correcting each other. Confirm the correct answer. You could also divide the class into as many groups as there are sections. Give each group some flip chart paper and have them write the correct answer. Then all the students move around from one section to the next, comparing their test to the flip chart. Make sure that the correct answers are on the flip chart.

After the correction, or even during the correction have a goodbye party with your students (as this is a typical thing to do in classes in the States). Give them their grades. And, of course wish them all good luck in the next level.

APPENDIX ONE

The International Phonetic Alphabet

may	/m/	beat	/i/
bay	/b/	bit	/ɪ/
pay	/p/	bait	/e/
way	/w/	bet	/ɛ/
whey	/ʍ/	bat	/æ/
veer	/v/	but	/ʌ/
fee	/f/	alone	/ə/
thee	/ð/	boot	/u/
thigh	/θ/	put	/ʊ/
new	/n/	boat	/o/
dew	/d/	bought	/ɔ/
too	/t/	father	/a/
Lou	/l/	how	/aw/
zoo	/z/	I	/aj/
Sue	/s/	boy	/ɔɪ/
you	/j/		
rue	/r/		
measure	/ʒ/		
show	/ʃ/		
joke	/dʒ/		
choo	/tʃ/		
bang	/ŋ/		
bag	/g/		
back	/k/		
hi	/h/		

APPENDIX TWO

Procedures for Techniques and Activities

I. Rods and the use of rods

Rods are "sticks" of various colors and lengths, devised by Caleb Gattegno. They can be used to represent objects and structures. For example in lesson 5 you can use rods to teach days in the following manner. First put down seven rods of the same color and size in a row on the table. Ask your students (in Spanish) what there is seven of in life. If they can't figure it out, hint at it but let them come up with the answer. Using a pointer (a pencil if nothing else), point to one rod and give the first day -- Monday. Have the students repeat. Do the same with the next rod and then point to the first one and have the students tell you the day. Keep adding days making sure you go back and check what the other days are. When you have done all the days, point to them in random order and have the students give the days. Give the students the pointer and let them point to the rods and give the days. Next give out rods to pairs of students and let them practice. The same can be done

with the months. Line up seven rods and then put one down that is equal in length to all seven put together. Motion that the seven and the one are equal to the same thing. Give them the word 'week' and have them repeat. Put down three more rods of the same length and put away the rods that represented the days. Have them find what it represents (a month), then tell the word in English. After they practice saying the word, put down another rod and show that it represents the four rods. Have them tell you "a month", then put down twelve to represent a year. Give them the word year, having them repeat it. Follow the same procedure as with the days to teach the months.

The same can be done to teach numbers, prepositions of place, the verbs give, take, put down, pick up, etc. You will also use them in part III of lesson 8, to teach structural changes when going from statements to questions. Use them as much as you want. The students will enjoy using them and will learn well through them.

II. The flash card pronunciation game

On each card write one word and underline the sound (underline only one sound) for example: <u>c</u>ello. For each sound make a set of three to seven words. Shuffle the cards and given them to the students. The

students sort out the cards into separate sets, one set for each different sound. Indicate how many words there are in each set on a separate card e.g. three words. Don't indicate how many words there are for each sound, only how many words there are in each set.

Divide the students into groups of three or four, then give the directions to the students as to what they are to do in this exercise. Hand out the cards (a complete pack to each group) and let the students work on their own. Do not give them any help. When all the groups have finished sorting their cards, have everyone look over each others' solutions. Check over the solutions and announce the winning team.

sets of cards for lesson 8:

cello	do	joy	yes	ten
chair	little	jew	onion	placed
match	made	judge	hallelujah	yacht
actual	water	adjective		mat
		gem		

III. Jazz Chants

1. Model the whole chant once for the students at a normal rate so that they can listen to the rhythm and intonation.

2. Say the first line at a normal rate, then have the students repeat all together. Follow this same procedure for each line. Repeat lines that students are having a difficult time with as necessary.

3. Establish a beat by having everyone clap or tap the desk at an average speed. Once everyone is in synch, say the first line to the rhythm. The

students do the same. Repeat this step for each of the lines. Then everybody says all the lines to the rhythm of the clapping.

4. You can divide the chant into parts and assign parts to different groups of students, as shown below. Then have them switch parts.

Group 1:	Group 2:
Sunday, Monday,	happy day.
Tuesday, Wednesday,	happy day.
Thursday, Friday	happy day.
Saturday	What a day!

IV. Dialogues

1. Write the dialogue on flip chart paper.

2. Perform the dialogue a couple of times using gestures and pictures to help convey the meaning.

3. Check for comprehension, by asking questions about the dialogue (What is the conversation about?).

4. Put up the flipchart and have the students read it.

5. Say the dialogue line by line and have the students repeat after each line.

6. Take one part and have the students take the other part. Practice and then exchange parts.

7. Have pairs practice one on one. After a couple of rounds, block out some of the words and let them try again. Then block out some more words. Keep going until all the words are blocked out.

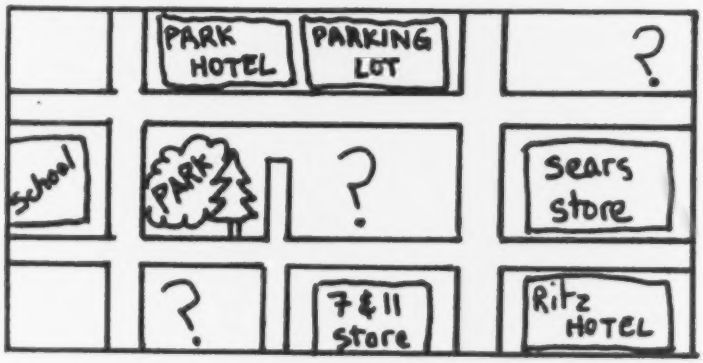
8. Have volunteers perform for the class.

V. Information gap exercise -- sample

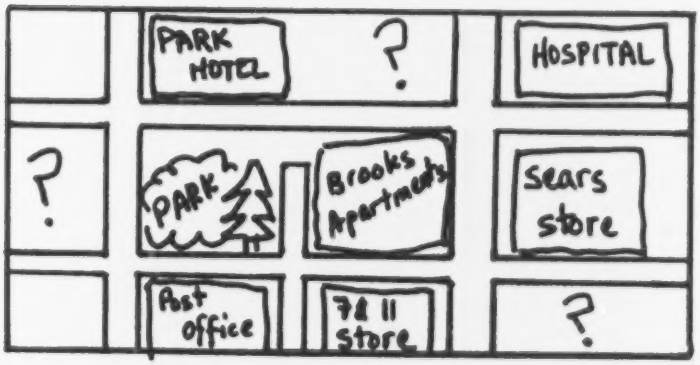
Students are divided into pairs. One person gets map (or picture) A and the other gets map B. They are not to look at each other's maps. You could have them sit back to back for the task. They have places that they need to locate on their map. Student A asks

Student B where the hospital is. Student B answers by saying it is next to park. Student A marks the hospital on his/her map. Then it is Student B's turn to ask. When they have located all the missing places, they turn around and look at each other's maps and compare to see if they understood or gave the location correctly.

Map A



Map B



VI. Pronunciation Drills

A. Minimal Pairs

Minimal pairs are sets of two words that differ in pronunciation in one sound e.g. Doug -- tug.

1. Write the pairs in two columns on the board, each column being for one sound. Head each column with the phonetic symbol for that sound. In each word underline the sound. For example: / θ / / t /

thin	tin
tooth	toot
three	tree

2. First model each column and have the students repeat after each sound/word. Second, model one column at a time and have the students repeat. Third, model once at random and have the students do the same saying the word you are pointing to. Lastly have individual students come up and point to the words at random and say them.
N.B. Point to each word as you say it through out this exercise. Also start out with choral repetitions and move to individual responses.

B. Same/Different Drill

This is to help reinforce students ability to discriminate between the two sounds practiced in the minimal pair drill.

You say a pair of words from the minimal pairs For example: three, tree and the students tell you if the words were the same or different. They can hold up a green card if they are the same and a red card if they are different. Or they can do thumbs up, thumbs down. This is to make it possible to check all the students quickly and easily. You can repeat a pair of words if too many students got it wrong. You can also have volunteers come up and lead the drill.

C. Minimal Triplets

Say a set of three words from the minimal pairs For example: three, three, tree. Keep the intonation the same and make sure not to fall or rise differently on any word. Have the students tell you which one is different by raising one, two or three fingers. Again if there are any sets where too many students were wrong, repeat it again before moving on.

VII. TPR: Total Physical Response

In TPR the teacher acts as a director and the students as actors in a play: The director gives out instructions that the actors carry out.

Have your commands written down in order to help you make sure that you have covered them all.

Also make funny combinations as well as more regular ones.

1. Give a command demonstrating it at the same time and have the students act it out. If the class size is larger than eight, divide the students into smaller groups and take one group at a time. This might be necessary for certain commands, however it adds to the comic effect to have twenty students hopping to the board all at once. Demonstrate the command only once and then have the students perform it by themselves. Don't give any indicating gestures, let the students depend on their memory and on each other.

2. Once the whole group has acted out the commands together, have individual students do actions. You can combine the actions too, so that one student is doing one action while another is doing another. Pick up the pace so as to give commands as rapidly as the students can respond. Just be careful to not get so complex that the students get lost and feel like they are being tricked.

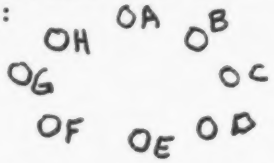
3. Write on the board all the words that were used in the commands and have the students copy them down.

VIII. Go Fish card game

Divide the students in groups of five. One person shuffles the cards and deals seven cards to each player, and places the remaining cards in a pile in the middle face down. Each player arranges the cards by numbers (all the ones together, all the queens together, etc.). The person to the right of the dealer starts by asking anyone in the circle for a certain set of cards For example: Juan, do you have any fours?. If the person asked has fours she or he must give them up. If the person doesn't, she or he answers "Go fish.", and the asker must pick up one card for the pile in the middle. You can only ask for cards that you have in your hand. If you do not have any fours you cannot ask for fours. The object of the game is to get as many sets as possible. Remember to have the students ask and tell each other what sets they have after each round.

IX. Circle games

1. Have the students sit in a circle.
For example:



Person A says a greeting to person B. Person B replies and then turns to person C and says a greeting. Person C replies, turns to person D and so on around the circle.

Variation: Person A makes a statement about her/himself. Person B says what A said about themselves and then makes a statement about her/himself. Person C says what A said about her/himself, then says what B said about her/himself and then makes a statement about her/himself.
For example:
A: My name is Julia.
B: Her name is Julia. My name is Carlos.
C: Her name is Julia, His name is Carlos, and my name is Juan.
etc.

APPENDIX THREE

The Placement Test

This is a test to be given to anybody who wants to be placed in the beginning class regardless of whether they have or have not studied English before. This is a test to determine how much English they know, if any. Those who pass this test, but who do not score very well on the Centro Cultural's test should go into the regular 1A class. Those who do not pass this test should go into the pre-1A class. It is recommended that people who get 60% of the items correct go into a regular 1A class.

This test is only oral for the following reasons: First, if the students are able to pass the written test but not the oral one, they would be placed in the 1A class because they know the items but just need oral practice which they will get in the 1A course; Second it is usually harder to decipher and recognize the oral language than the written language because of the traditional language teaching system used in the Costa Rican schools that emphasizes the written language.

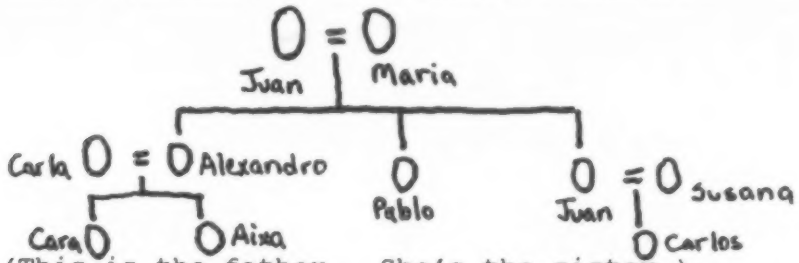
I. Oral test

The answer, or possible answer where more than one is correct, is given in parentheses after each item. Flashcards and pictures are used for items A,B,C,D and E.

A. Have the person give you the name of the day that comes before the one shown. Then have them spell it.
a) Tuesday (Monday)
b) Thursday (Wednesday)
c) Saturday (Friday)

B. Have the person give you the numbers represented below. Have them spell it and give you the one before it too.
a) (five)
b) (eleven)
c) (twenty)
d) (three)
e) (eight)

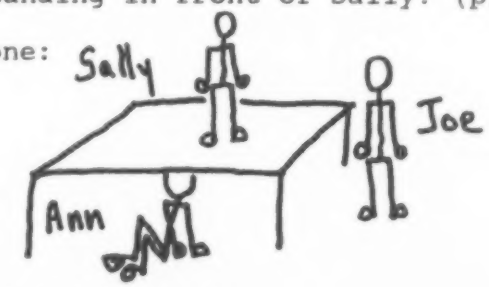
C. Show them the family tree below. Explain to the person that this is a family, and ask them "Who is this?" pointing to the different members.



(This is the father. She's the sister.)

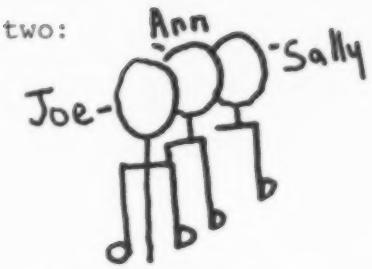
D. Show the following pictures and for each picture ask the following questions.
Where is Joe?
Where is Sally?
What is Anne doing?
Is Sally swimming/reading a book?
Who is standing next to the table? (picture one)
Who is standing in front of Sally? (picture two)

Picture one:



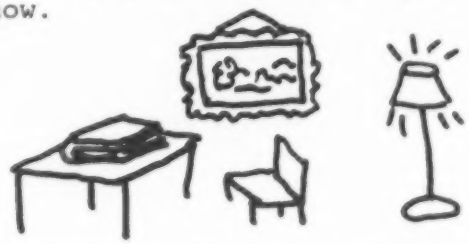
(He's next to the table.)
(She's under the table.)
(She's standing on the table.)
(No, she isn't.)
(Joe is standing next to the table.)

Picture two:



(He's in front of Anne.)
(She's behind Anne.)
(She's standing between Joe and Anne.)
(No, she isn't)
(Anne is standing in front of Sally.)

E. Show the following picture and have the person ask you some questions. Try to get them to ask you "What is this?" by pointing to an item that they might not know.



(Is this a notebook? What is this? What is Carlos doing?)

F. Ask the person the following questions.

a) How are you?
   (I'm fine.)
b) My name is _____? What's your name?
   (My name is _____.)
c) What's the date today?
   (Today is (month, day) .)
d) Do you have a pen?
   (Yes, I do. No, I don't)
e) What do you have?
   (I have a book.)
f) What is this? (Point to a typical classroom object or to a piece of clothing for example socks, shoes, shirt, dress.)
   (This is/That's a shirt.)
g) What are these? (Point to typical classroom objects or to pants, shoes, socks, etc.)
   (These/Those are socks.)
h) What are you?
   (I'm a man/woman/student/doctor.)

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